



EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A. Division: **INSTRUCTIONAL** Effective Date: **SEPTEMBER 2004**

B. Department / **HISTORY** Revisi

Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES**

F: Calendar

such as colonial government in New France and British North America, the Conquest, and the Rebellions of 1837-38. It also introduces students to topics which have only recently attracted the attention of historians. These include the position of Native societies within and wid wi

Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods

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M: Course Objectives / Learning Outcomes

At the end of the course the student will have demonstrated the following skills:

1. The critical examination of historical sources (reading history). These sources include not only survey texts and articles but also short monographs and extended primary sources.
2. The creation and communication of personal interpretations of historical problems (writing history). Forms for communication of personal interpretations include annotated bibliographies, medium-length essays (1500-3000 words), comparative book reviews, and three-hour final examinations.
3. The independent analysis of the ideas of other students and the instructor in class in both tutorials and seminars (discussing history).

N: Course Content:

Syllabus (for 15 teaching weeks):

Note: Content may vary according to the instructor's selection of topics.

Introduction to Historical Method

(Some of these sessions will be interspersed in other units)

1. What is History?
2. Can History be objective?
3. Writing a History essay
4. Library research for a History assignment

New France

5. Relations with Amerindians
6. Royal Province: State, Church, and Family
7. Economy
8. Louisbourg and Acadia
9. Anglo-French Conflict(s)

British North America - 1760 - 1821

10. Conquest: The Early Years
11. Revolution Rejected in Nova Scotia
12. Natives from the Royal Proclamation to the War of 1812
13. Mid-term Examination
14. Upper and Lower Canada
15. Fur Trade in the West

British North America - 1821-1867

16. Aristocracy, Democracy, and Rebellions of 1837-38
17. Women on the Frontier
18. Immigration: the Irish Experience
19. Social Reform
20. Responsible Government
21. Maritime Developments
22. Education
23. Economic Transformation
24. Literary Reflections
25. Mixed Bloods & Whites in Red River
26. Colony of British Columbia
27. Toward Confederation
28. Review and Revision
29. Final Examination

O: Methods of Instruction

Class sessions will be divided between lectures and discussions. The discussion sessions will serve as a forum for the exchange of student relations and criticisms and as a testing ground for student hypotheses. The instructor will encourage the student to elaborate, refine, and revise his/her ideas. Participation in class discussions is therefore essential

P: Textbooks and Materials to be Purchased by Students

Texts will be chosen from the following list, to be updated periodically:

Bumsted, J. ed. Interpreting Canada’s Past 1, Pre-Confederation, 2nd ed. Toronto: Oxford University Press, 1993.

Conrad, M., and A. Finkel, History of the Canadian Peoples, I, Beginnings to 1867. 3rd ed. Toronto: Addison Wesley Longman, 2002.

Francis, R.D., R. Jones, and D.B. Smith. Origins: Canadian History to Confederation. 4th ed. Toronto: Harcourt Canada, 2000.

Francis, R.D. and D.B. Smith, eds. Readings in Canadian History: Pre-Confederation. 6th ed. Toronto: Harcourt Canada, 2002.

Gaffield, C. ed. The Invention of Canada: Readings in Pre-Confederation History. Toronto: Copp Clark Longman, 1994.

Jaenen, C., and C. Morgan, eds. Material Memory: Documents in Pre-Confederation History. Don Mills, Ont.: Addison-Wesley, 1998.

Moodie, S. Roughing it in the Bush. Ed. C. Ballstadt. Ottawa: Carleton University Press, 1988.

Thorner, T., ed. A Few Acres of Snow: Documents in Canadian History, 1577 - 1867. Peterborough, Ont.: Broadview Press, 1997

Wallace, C.M., and R.M. Bray, eds. Reappraisals in Canadian History: Pre-Confederation. 3rd ed. Scarborough, Ont.: Prentice Hall Allyn & Bacon Canada, 1999.

Wilton, C., ed. Change and Continuity: A Reader on Pre-Confederation Canada. Toronto: McGraw-Hill Ryerson, 1992.

Q: Means of Assessment

The evaluation of this course follows Douglas College policies. During the first week of classes the instructor will provide students with typed course outline handout setting out the evaluation scheme of the course. A sample evaluation scheme follows.

SAMPLE EVALUATION

Essay #1	15 %
Midterm Examination	15 %
Outline/Consultation for Essay #2	3 %
Essay #2	27 %
Final Examination	25%
Participation	<u>15%</u>
 TOTAL	 <u>100%</u>

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s): F. Leonard

Education Council / Curriculum Committee Representative

Dean / Director

Registrar